



**2019-2020 School Action Fund - Planning**  
**COMPETITIVE GRANT Application Due 5:00 p.m. CT, May 2, 2019**

NOGA ID

Authorizing legislation

**Elementary and Secondary Education Act of 1965 (ESEA), as amended by P.L. 114-95, Every Student Succeeds Act (ESSA), Title I, Part A, Section 1003, School Improvement**

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency  
1701 N. Congress Avenue  
Austin, TX 78701-1494

Grant period from **July 1, 2019 to July 31, 2020**

☒ Pre-award costs are not permitted.

Application stamp-in date and time

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**Required Attachments**

*No attachments are required to be submitted with this application.*

**Amendment Number**

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

**Applicant Information**

Organization **Fort Bend Independent School District** CDN **079-907** Vendor ID **1746025253** ESC **4** DUNS **073905135**  
Address **16431 Lexington Blvd.** City **Sugar Land** ZIP **77479** Phone **281-634-1000**  
Primary Contact **Amanda Salazar** Email **Amanda.Salazar@fortbendisd.com** Phone **281-634-6507**  
Secondary Contact **Stephanie Williams** Email **Stephanie.Williams@fortbendisd.com** Phone **281-634-1253**

**Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification      |
| <input checked="" type="checkbox"/> General Provisions and Assurances               | <input checked="" type="checkbox"/> Lobbying Certification                      |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances  | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name **Charles Dupre** Title **Superintendent of Schools**  
Email **Charles.Dupre@fortbendisd.com** Phone **281-634-1007**  
Signature  Date **05/08/2019**

Grant Writer Name **Amanda Salazar** Signature  Date **05/08/2019**  
☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is not an employee of the applicant organization.

**Shared Services Arrangements**

**X** SSAs are **not permitted** for this grant.

**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Student Progress and Achievement Gap	District and state assessment data demonstrate a tremendous achievement gap and lack of student progress specific to literacy skills and development through the identified feeder pattern. By providing high quality literacy instruction and interventions to the early childhood population, a strong academic foundation will be developed. This will result in increased success as students promote.
Lack of high quality staff and programming for early childhood	The primary focus for impacting change will be classroom instruction. Creating equitable access to early literacy programming for PK - 1st grade will be accomplished through teacher recruitment, and strategic job embedded professional learning plans focused on teacher/leader development.
Culture and Climate of Campus	The District has prioritized development of capacity in teachers to meet the academic and socio-emotional needs of early childhood students. Teachers and leaders will establish a school culture grounded in literacy development while simultaneously building the skills of parents to develop school readiness skills.

**SMART Goal**

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By March 2020, Fort Bend ISD will plan for and communicate the opening of one Early Literacy campus that offers full day PreK and serves students in Kindergarten and 1st grade and facilitate the transition of students in grades 2 - 5 to other elementary campuses in the feeder pattern that are higher performing.

**Measurable Progress**

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

**First-Quarter Benchmark**

During the first three months of the grant (July-Sept. 2019), Fort Bend ISD Academic Affairs leadership will utilize the following benchmarks to measure progress of planning for one Early Literacy Centers: Secure a Project Manager and Develop Project Management Timeline, Establish Leadership & Design Team that identify project milestones and indicators of success, identified school action model, Create Plan for Community engagement, Communication, and Recruitment/Hiring, Completed Evaluation and Revision of current ELC School model, Building and Instructional Materials Audit, and School Attendance Zone Process & Committee Established according to Board policy [GK (LOCAL), FC (LOCAL)].

**Measurable Progress (Cont.)**

**Second-Quarter Benchmark**

During the second quarter of the grant period (Oct.-Dec. 2019), the project manager, in collaboration with the design and leadership teams, will use these benchmarks to measure progress toward planning: Community support for school locations, Leader & Teacher Recruitment Tools Completed, Instructional Officer and Dean Identified, School Budget established/RFP launch and partners identified, Schedule of School Visits, Board Approval Attendance Zone, Progress towards building modifications, Early Literacy Center Positions Posted, School Action Model defined/communicated.

**Third-Quarter Benchmark**

During the third quarter of the grant period (Jan.-March 2020), the project manager, in collaboration with the design and leadership teams and newly appointed campus leaders - Instructional Officer and Dean, will use these benchmarks to measure progress toward planning: Established Community Engagement/Partnership Strategy (school launch), Attendance Zone Plan communicated to families, Recruit/Hire school staff, Order Instructional Materials/Furniture, Develop Comprehensive Job Embedded professional learning Plan, Final Building Modification Completed.

**Project Evaluation and Modification**

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The established project management milestones and indicators of success will serve as the evaluation components for progress towards opening one Early Literacy Center in the Marshall HS Feeder pattern. The project will be evaluated using the progress towards completion of planning components outlined in the timeline. If project milestones fall behind on the timeline, the design and leadership team will meet to establish stronger supports and garner resources to ensure that objectives are achieved. Data collection will include a combination of data related to instruction, facilities, and community/stakeholder feedback. With respect to instruction, the audit of instructional materials, classroom capacity for early childhood programs, and the instructional program evaluation will provide project leaders information to make decisions related to ordering, building modifications, and resources to ensure project milestones are met. With respect to facilities, educational specifications for early childhood programs will serve as an important guide for building walks that outline needs and monitor progress towards identified modifications. Community and stakeholder feedback will guide the design of a school culture and climate that services early childhood development. Feedback surveys and focus groups will be used to gauge community buy in and define communication efforts towards a successful launch of the Early Literacy Center.

**Statutory/Program Assurances**

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- ☒ The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2020 School Action Fund - Planning Program Guidelines.
- ☒ The applicant provides assurance to adhere to all Performance Measures, as noted in the 2019-2020 School Action Fund - Planning Program Guidelines, and shall provide the Texas Education Agency and the matched school action technical assistance provider, upon request, any performance data necessary to assess the success of the program.
- ☒ The applicant provides assurance that it will contract and work in good faith with the TEA vetted and matched school action technical assistance provider and agency-provided technical assistance.
- ☒ The applicant will budget at least 25% of the total award as "Matched School Action Technical Assistance Provider" on schedule 6200.
- ☒ The applicant assures that contracts with matched school action technical assistance provider will be negotiated and signed by October 1, 2019.
- ☒ The applicant assures that a project manager will be identified. Please note: this position may be funded by other fund sources.
- ☒ The LEAs pursuing a partner-managed model assure that a financial spending analysis will be performed in accordance with TEA requirements.
- ☒ The applicant assures that all fidelity of implementation revisions will be complete on or before October 15, 2019.
- ☒ The applicant assures access will be provided for onsite visits to the LEA and campus by TEA and its contractors.
- ☒ The applicant assures attendance and participation in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
- ☒ The applicant assures that an implementation plan, using a TEA approved format, will be developed with the school transformation partner by June 1, 2020.
- ☒ The applicant assures partners operating campuses under the partner-managed option must commit to Lone Star Governance participation.
- ☒ The applicant assures Pre-K "New Schools" will designate a feeder comprehensive campus by May 1, 2020.
- ☒ **For LEAs pursuing the Create a new school action model:** The applicant assures that enrollment at a new school must prioritize students attending or zoned to a 2018-2019 Comprehensive and/or Targeted school.
- ☒ **For LEAs pursuing the Partner-managed model:** The applicant assures commitment to the Adoption of Model Authorizing policy and participation in the Texas Authorizer Leadership Academy.



**Statutory Requirement**

Please refer to the Program Guidelines page 8 and address the six questions below:

1)

School support and improvement is a collaborative process with district and campus leaders utilizing the Effective Schools Framework and working in conjunction with an ESF Facilitator and community stakeholders to assess and address Strong Leadership and Planning; Effective, Well-Supported Leadership; Positive School Culture; High Quality Curriculum and Effective Instruction. Campus and district leaders will plan together for a new school early childhood model in a feeder pattern demonstrating the greatest need—Marshall HS, Missouri City MS, Armstrong ES, Jones ES, Glover ES and one Comprehensive School—Hunter's Glen ES. This feeder pattern has significant gaps in academic performance, most specifically in literacy. Fort Bend ISD has demonstrated experience in utilizing a literacy development model to implement a high quality early childhood model to lay a foundation which will impact performance in the entire feeder pattern. A school improvement specialist will be assigned to facilitate district level support for identified campuses.

Fidelity of the Instructional Model and consistent monitoring of programming at the Early Literacy Center are imperative. Quarterly meetings will occur to assess progress and determine areas in need of additional support. Additionally, Campus Support Team walks with existing campuses in the feeder pattern will occur at least 4 times per year with district and campus leaders to observe implementation of the instructional model, with expectations for campus leadership to continue walking campuses weekly. As needs arise, district and campus instructional leaders will problem solve collaboratively to develop and implement solutions.

2)

The School Improvement Specialist (SIS) will work in collaboration with the Campus Leadership Team, and District support departments to ensure campus systems are in place to promote high quality instruction, effective professional learning communities, and strong intervention/enrichment programs for students. The SIS will facilitate cyclical review of data to promote positive outcomes.

a)

Monitoring of school improvement plans, including TEA required plans and Campus Improvement Plans will be facilitated by the SIS in collaboration with district leadership, including representation from Teaching and Learning, Department of School Leadership, Accountability and Assessment and Transformation Learning. Campus Improvement Plans are monitored at four times throughout the year—3 formative and 1 summative review. This team will interact regularly with school leadership to support and guide implementation. Leadership will submit school support requests to address areas of need identified through the monitoring and observation process.

b)

Fort Bend ISD (FBISD) will not wait to intervene and is committed to address needs as they arise in order to ensure success with implementation of the Instructional Model, with expectations of substantial progress within 3 years. FBISD commits to recruitment of high quality staff and implementation of professional development to ensure the integrity of the Instructional Model. Needs will be met by adjusting staffing, professional development and providing additional supports to ensure success. FBISD will provide instructional coaching at the campus to support the Instructional Model through embedded professional development and intervention.

3)

In Fort Bend ISD, the Purchasing Department, in collaboration with the Teaching and Learning Division, launches a Request for Purchase (RFP) on a yearly cycle to ensure that a consistent and relevant list of external providers is available to service district needs related to consulting services and instructional materials. Prior to the launch of the RFP, a scope of services is drafted to outline needs aligned to FBISD instructional priorities. Once the RFP closes, each external partner is reviewed using a consistent rubric to measure: alignment goals, priorities, and scope of work, model for capacity building, quality of service or resource, cost effectiveness, and other identified purchasing requirements. This review process ensures that the highest quality applicants are selected for any purchases over \$50,000. For those under \$50,000, departmental reviews follow the same review process but do not require an RFP, instead a contract is negotiated.

**Statutory Requirement (Cont'd)**

4)

Fort Bend ISD (FBISD) will apportion state and local dollars on a per pupil allotment to campuses according to the enrollment and eligibility of students for services. Additionally, FBISD will apportion Title I money to Title I Schoolwide campuses on a supplemental per pupil allotment and ensure Maintenance of Effort (MOE) of state and local expenditures. When additional needs are determined, district leadership will determine if additional state and local resources are necessary to support the improvement of campus performance.

5)

Fort Bend ISD (FBISD) is in a cyclical process of reviewing all board policies to ensure student ownership of learning through the Instructional Model, goal setting and formative assessment. A focus of this process is to ensure development of the whole child based upon the Profile of a Graduate and district goals. An additional expectation of this policy and practices review is to develop the agility and expectation to respond to student and organizational needs in a timely, efficient and effective manner.

The FBISD Board of Trustees has a policy subcommittee that works with district leadership to adjust board policy to best benefit our students in performance and growth, so students can self-assess and set goals for learning, thereby increasing their engagement and ownership of learning.

6)

Fort Bend ISD (FBISD) will utilize the planning year to develop a new school model focused on early childhood education in order to meet the needs of our students at the earliest stage possible.

The future success of students hinges upon their ability to become proficient readers. Therefore, the most fundamental responsibility of schools is teaching students to read. Recent studies associated with literacy development indicate that 95% of all children can be taught to read; however, despite numerous studies about how children learn to read and the urgency of teaching students to read, national statistics reveal an alarming prevalence of struggling and poor readers. Specifically, about 20% of elementary students nationwide have significant problems learning to read, and do not read fluently enough to enjoy or engage in independent reading. The rate of reading failure rises to 70% for African American, Hispanic, English Language Learners, and Economically Disadvantaged students. Considering these District statistics and the fact that the Hunter's Glen ES campus is identified as a Comprehensive Campus, a significant reading proficiency gap is apparent and extensive throughout the Marshall HS feeder pattern.

TEA Program Requirements

**TEA Program Requirement 1:** Please identify one of the following eligible school action models. Once selected, please indicate whether the school action model will be district or partner managed. **\*Note:** The district or partner managed option should only be selected if the LEA chooses from one of the following school action models: "Restart a struggling school" or "Create a new school". Additionally, the LEA may only select the partner-managed option for the "Replicate a successful school model".

Select one school action model below:

- ☐ Restart a struggling school (must select Partner-managed option)
 ☒ Create a new school
 ☐ Replicate a successful school (
 ☐ Reassign students from a struggling school (type of model management does not apply)
 ☐ Exploratory planning (type of model management does not apply)

Select how model will be managed:

- ☒ District-managed
 ☐ Partner-managed

**TEA Program Requirement 2:** Please describe the following:

a) Please describe the evaluation process and criteria utilized for selecting the school action model.

Per the TEA description of the "create a new school" school action model, Fort Bend ISD will "pursue the traditional avenue of creating a new school directly operated by the district. The district [will] engage in a design process to plan and launch the [new] school internally."

The evaluation process to determine and select the "create a new school" school action model involved the collaboration and decision-making of executive leadership in Fort Bend ISD's Academic Affairs and School Leadership divisions. District executive leadership's priority to manage and facilitate school improvement actions internally is one firm criterion that was used during the review and selection process of the eligible school action models available under the grant program. This primary criterion narrowed down the list of school action models eligible under the grant program. Additionally, the list of school models available was further narrowed by the second firm criterion that was used, which was the priority to replicate and manage a successful school model internally. Fort Bend ISD recently launched an Early Literacy Center for its inaugural year starting Fall 2018. The evidence-based school model has surpassed student achievement and outcome expectations, and is scheduled for expansion and replication over the next few years. As a result, the "create a new school" school action model eligible under the grant program is the model that best fits the priorities and goals of Fort Bend ISD to meet the needs of students at Hunter's Glen elementary.

**TEA Program Requirements**

b) Please describe the district vision for improving the campus(es) or engaging in a thoughtful planning process to implement a school action.

Fort Bend ISD (FBISD) prioritizes development of literacy skills for all students via Board Goal 4 that states: 'FBISD will develop students' socio-emotional, academic, literacy, language, and life skills in a safe and secure collaborative environment.' The District's vision is for all students to read on grade level by 2nd grade so that they may promote with skills to engage fully in learning all content and effectively communicate ideas in pursuit of their future goals. FBISD opened its first Early Literacy Center in 2018-19 using a strategic approach to capacity building of leaders and staff along with classroom teacher assignments. A model for job embedded professional learning provided ongoing, in time learning for teachers tied to curriculum and instructional practices that leveraged modeling, observation and feedback protocols, along with reflective practice. Classroom assignments were grounded in the co-teach delivery model to allow for classroom based intervention and enrichment by assigned 2 teachers to each classroom. This school model will serve as the launching point for planning related to the Early Literacy Center that service the Marshall feeder pattern. Data and program review will serve to inform adjustments to refine the instructional, professional learning, and leadership models that will be implemented at the two new centers. Using the FBISD strategic planning model, community collaboration will focus on engagement, feedback, and establishing partnerships to effectively impact early literacy development in homes and for students enrolled at the centers. FBISD will use the defined project management model to outline outcomes, form leadership and design teams, and monitor project milestones. Key goals of this project management model tied to the School Action Fund are to identify and implement the school action model, refine the Early Literacy Center school components, identify and complete building modifications, partner with the community, and define indicators of success for the planning year and beyond. This project will focus on a strong collaboration between Teaching and Learning and the Department of School Leadership along with Collaborative Communities to ensure that the identified school launches early childhood programs to service identified needs while transitioning current students in grades 2 - 5 to other feeder pattern elementary schools.

c) Please describe how the grant aligns to and accelerates the district's broader strategy and theory of action.

Fort Bend ISD's theory of action tied to community engagement is collaborative communities which includes a comprehensive system to inform, consult, and collaborate with the community, parents/guardians, non-profit agencies, business, industry, and interfaith agencies in order to provide resources for students to create an inclusive, collaborative learning environment. This grant supports this theory of action through affording a planning year to garner input, establish community partnerships for support, and in the end ensure community buy in to the launch of one Early Literacy Center within the Marshall feeder pattern. Policy EA (Local) outlines a theory of action whereby the district will use research, SMART goals and a strategic planning process to ensure attainment of goals and to provide students the opportunity to reach their full potential. The School Action Fund grant will allow Fort Bend ISD to align both the strategic planning process and the districts broader theory of action tied to managed curriculum. The managed curriculum theory of action aligns the written, taught, and tested curriculum and ensures delivery by high quality teachers who have both the resources and tools for effective monitoring to support the needs of all students. Fort Bend ISD currently has one Early Literacy Center that evidences the value of strategically planned early childhood services. This grant will assist Fort Bend ISD with evaluating implementation to refine the strategy for the launch and implementation of one new center.

d) Please identify the district staff member to coordinate the planning grant and the qualifications of the identified staff member.

An Assistant Superintendent in the Department of School leadership will provide program oversight and guidance for the Early Literacy Center. Program oversight will include coordination of the grant, identification of the school action model, and leadership for progress towards launching one Early Literacy Centers. The assigned Assistant Superintendent has expertise in leading and supervision of Pre-Kindergarten, Bilingual programs, and elementary schools.



### Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ☒ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group <input type="text"/>	Barrier <input type="text"/>
Group <input type="text"/>	Barrier <input type="text"/>
Group <input type="text"/>	Barrier <input type="text"/>
Group <input type="text"/>	Barrier <input type="text"/>

### PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

☒ Yes ☐ No

*If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.*

Are any private nonprofit schools participating in the grant?

☐ Yes ☒ No

*If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.*

### 5A: Assurances

- ☐ The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- ☐ The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

### 5B: Equitable Services Calculation

1. LEA's student enrollment	<input type="text"/>
2. Enrollment of all participating private schools	<input type="text"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text"/>
4. Total current-year grant allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	<input type="text"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<input type="text"/>

**Request for Grant Funds**

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

**PAYROLL COSTS (6100)****BUDGET**

Instructional Officer (January 2020 start date)

66,000

Dean (January 2020 start date)

55,800

Staff recruiting and hiring to implement model at campus for 2020-21 (late-Spring 2020)

5,500

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

Balanced Literacy - Professional Learning

32,000

TEA-Matched Partner

75,000

**SUPPLIES AND MATERIALS (6300)**

Planning Supplies and Materials

6,600

**OTHER OPERATING COSTS (6400)**

Site Visit - Early Literacy Center

6,500

**CAPITAL OUTLAY (6600)**

Building Modifications - PreK Classrooms

40,620

Total Direct Costs

288,020

Indirect Costs

11,980

**TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)**

300,000